



Year 6 Curriculum Note

Term 1 2020

Welcome back to Term 1! We have an exciting term ahead and we look forward to teaching your child this year. Below is an outline of the topics we will be covering.

Religious Education

During Term 1 the children will be studying Servant Leadership.

Students will be asked to reflect and learn about their call to be leaders who serve others.

They are probed with the questions:

- What is the difference between being a Leader and a Servant Leader?
- What does it mean to be a Servant Leader?
- What is the model of Servant Leadership Jesus modelled to the early Church?
- How have modern day people modelled servant leadership?
- How can we be Servant Leaders in our community?
- How can we be active in the Pittwater Parish?

This year's Religious Education focus is the 'Year of Prayer'.

Students will be looking at different ways to pray. This will be through the form of Biblical Micrography, Stained Glass, Visio Divina and Lection Divina.

Biblical Micrography: Micrography is minute script written into abstract patterns or formed into figurative designs such as the shape of animals, flowers or human figures. This is a Jewish form of embellishment of Biblical texts, developed in the late 9th century, and first used by Jewish scribes in the Holy Land and in Egypt. The earliest dated example of micrography is the Ben Asher Codex of the Prophets

Stained Glass: The windows were not only beautiful; they also served an educational purpose. During the Middle Ages, the church was the center of learning. There were a few books, and only a handful of people could read.

Visio Divina: Visio Divina is about "seeing with the eyes of your heart." Thinking routines such as See, Think, Wonder and Colors, Shapes, Lines also help to explore art.

English

Reading and Viewing

Children are grouped and work independently or cooperatively while the teacher is instructing a focus group. Children also take part in modelled, shared and independent reading daily. Some of the aspects we will be looking closely at this term are:

- Reading a variety of texts
- Vocabulary building
- Exploring a range of comprehension strategies (summarising, inferencing, synthesising)

Spelling

We will continue to develop our use of the five Effective Spelling Strategies (Sound, Visual, Meaning, Connecting, Checking) to explore a variety of vocabulary and extend our spelling skills. The Sound

Waves spelling program continues to provide our weekly sound focus and contributes to the children's weekly word lists. Individualised weekly spelling lists will be based on the weekly sound, thematic words and tricky words determined from children's own writing.



Sound – focusing on sound



Visual – focusing on how words look



Meaning – thinking about word meaning



Connecting – making connections with other words



Checking – using a variety of resources to check spelling

Handwriting

We expect a high standard of presentation in bookwork from the children at all times and N.S.W. Foundation cursive handwriting will be encouraged in all areas of the curriculum.

Writing and Representing

In class, the children are involved in a variety of writing experiences. They will be focusing on developing their writing so that it has complex sentences and they can plan, compose, review and publish their work to a high standard. Many of the strategies from the Sevens Steps to Writing Success framework will be incorporated in the writing program. There will be both class and small group focus to examine how we compose texts, incorporating effective grammar conventions and punctuation techniques. Text types to be covered this term are Informative Writing (Information Report & Historical Recount), Persuasive Writing (Exposition) and Imaginative Writing (Poetry). Proof reading and editing skills are an important part of the writing process and continue to be a focus throughout the year.

Mathematics

Over the whole of Term 1, Year 6 will be covering the following mathematical strands in Numeracy:

- **Whole number**

- Recognise the location of negative numbers in relation to zero on a number line
- Identify and describe prime and composite numbers
- Model and describe square and triangular numbers

- **Addition and Subtraction**

- Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used

- **Length**

- Record lengths and distances using decimal notation to three decimal places
- Convert between kilometres, metres, centimetres and millimetres
- Solve problems involving lengths and perimeter

- **2D space**

- Identify, describe, compare and draw diagonals of two-dimensional shapes
- Identify and name parts of circles
- Identify, use and describe combinations of translations, reflections and rotations

- **Angles**

- Identify and name angle types formed by the intersection of straight lines, including 'angles on a straight line', 'angles at a point' and 'vertically opposite angles'
- Use known angle results to find unknown angles in diagrams

- **Position**

- Use grid-referenced maps to locate and describe positions
- Follow a sequence of directions, including compass directions, to find a particular location on a map
- Describe routes using landmarks and directional language

History

The History Unit for semester 1 is Australia Colonies. This topic provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns. This term we will focus on two main questions:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?

Science and Technology

Living Things – Amazing Adaptations in Antarctica

We will look at the global environment of **Antarctica** in depth to identify where it is situated on the globe and what this environment is like. We will investigate animals and organisms that make up the Antarctic food chain and how human habitation has created issues relating to the care of Antarctica. We will investigate global warming and observe how it is affecting this pristine and fragile environment.

Visual Arts and Design

We will be studying the photography of Frank Hurley and the artwork of Lucia De Leiris who accompanied an expedition to Antarctica during 1998-99 sponsored by the US National Science Foundation. From her journals, drawings and paintings documenting the remarkable ecosystem we will introduce the children to the worlds above and beneath the pack ice, the ocean lying just below the ice and on the narrow strip of coastline. Creative writing, visual arts, design and make and drama tasks will be designed to link to the Multiple Intelligence model of thinking and creating relating to the Antarctic theme.

ICLT

Computer skills are integrated across the curriculum. The children will further develop their skills in computer operations, concepts, word processing, graphics, research and cyber safety skills associated with Internet use. We have set up our Year 6 Google Classroom, which will be a great way for students to share their learning with their families as well as provide students easy access to regularly visited websites. Students have new passwords for Maths-online and these are noted in their homework books for use at home. Students will use Maths-online as part of their homework. Maths-online is a targeted, rewarding and captivating online learning resource, which is aligned to curriculum standards. Each child

has been given a user name and password. Tasks will be assigned in alignment with topics being taught in the classroom and will be differentiated according to ability levels.

We will continue to make use of this site at school as well as World Book Encyclopaedia, BBC Learning and a range of other sites to explore English, Mathematics and other Key Learning Areas (some of which are linked on the Google Classroom). Students will continue to use their Diocese of Broken Bay email account. They will also continue to consolidate their knowledge and skills using Google applications.

A separate note has been sent home regarding this. Please ensure that your child has returned their Internet Agreement note signed by a parent giving them permission to access the internet from school.

BYODD / iPad Program

We are excited to be able to design activities to engage children in rich learning experiences using the school iPads and the technology provided through the implementation of the BYODD Program. The technology will enable us to promote the higher order thinking skills of analysing, evaluating and creating which are all essential for 21st Century learning. We plan to spend the first part of this term establishing and reinforcing protocols and rules around the use and care of the iPads and the expectations around the transition between home and school. We know that technology provides opportunities to build general competencies and encourage children's development as independent problem-solvers within today's world. We believe that by bringing the iPad home daily, parents will have access to their child's individual learning which will hopefully further connect the home and school learning environments. Please refer to the following table of responsibilities that was recently emailed to parents.

Students will:	The School will:
Ensure iPads are fully charged before coming to school each day	
Have all equipment well labelled	
Have required apps loaded, updated and ready to be used	Provide a list of apps required for use at school
Ensure that the iPad has memory space available to accommodate the required learning tasks	Help to create cloud based storage spaces for children to save and showcase digital work
Remember to build in time for rest from screen time	Ensure an appropriate balance between onscreen and off-screen time each day by making use of a range of materials and spaces in learning experiences
Use collaborative sites for positive communication or comment	Reserve the right to remove inappropriate comments or uploads
Report issues or concerns with technology to staff	Work with CSO ICLT Services Team to address issues and concerns
Take care of all technology resources whether owned by themselves, Sacred Heart or other students	Work in partnership with parents to help children recognise the privileged position they are in, & to help develop personal responsibility for care of expensive resources
Take care to place the iPad on stable surfaces, and carry it with care	
Not share passwords or private information with others	

Choose to use appropriate apps and sites for learning	
	Provide appropriate choices in apps that represent good value and maximise learning and creative opportunities
	Provide opportunities for staff and parents about uses of technology to inform and create learning

Personal Development Health and Physical Education

Positive Relationships

This unit assists the children to identify and deal with issues/conflict in relationships. This unit will enable students to develop resilience and strategies for dealing with others in a positive and empowering way.

Positive Behaviours for Learning (P.B.L.)

Cyber Safety is a prime area of focus as we start the year, and all children will engage in interactive activities in the classroom discussing appropriate behaviour and information that should be revealed on the web and how to protect their privacy and safety. Our P.B.L. lessons will cover our school value of RESPECT and the school rule of RESPECT FOR SELF, OTHERS and the ENVIRONMENT and focus on rewarding children positively with Reasons to Smile awards and class incentives. Children will also look at modeled behaviours that assist classroom learning, playground behaviour and caring for others in our school community.

Class Sport

Soccer skills will be taught this term in preparation for the Soccer Gala Day which will be held at the end of the term. Mrs Munro will teach PE lessons on **Friday** for both classes. Children should wear full sport uniform on Tuesday and Fridays **only** including **white** sports shoes with **white** laces.

Creative and Practical Arts

Ms Rudd will conduct weekly music and drama classes with the students developing music and drama skills every Friday for both Year 6 classes.

Library - Children can borrow and exchange books each week with Mrs Harrison. Year 6 will have their library lesson on **Tuesday**.

Homework

Weekly homework will consist of:

- Nightly reading
- Spelling practice and activities
- Challenge based learning Task- A study of Antarctica for our Science Unit
- Maths-online
- Additional variety of writing and research tasks/assignments related to current curriculum areas.

Homework is given each Friday and is to be returned the following Friday. **Please send a note** if your child has not completed homework by the due dates.

Dates for the Diary

- Opening School Mass 5th Feb
Cybersafety Day 11th Feb
Sacred Heart Mona Vale- Swimming Carnival
Ash Wednesday 26th Feb
Parent Golf Day 13th March
Gala Day 17th March
Year 6 Leaders Day 19th March
Holy Week 9th April

We look forward to your support throughout this year.

Damien O'Brien, Skye Nolan-Brown and Leanne Wood